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ABSTRACT

A description is provided of "Fundamentals of Nursing," a two-year college course designed to introduce nursing students to the basic principles of patient care. First, information is presented on the place of the course in the nursing curriculum, in-class time allotments, and course prerequisites. A section on course content includes a statement of major course goals, a list of unit titles, and presentations of short- and long-range course objectives. Materials of instruction used in the course are outlined prior to descriptions of each of the following eight units: management of the environment, body mechanics, vital signs, care of the mouth, care of the skin, oral medication, parenteral medication, and bowel elimination. Each unit description identifies goals, objectives, required readings, and required audiovisuals. Finally, a section on evaluation presents the grading system for the course, procedures for course revision, and estimates of student attrition and student success in passing the state boards. (LAL)

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Fundamentals of Nursing Science

Units 1 through 8

School of Nursing

Poinsettia Community College

Ventura, California

Esther Einstoss
1984-1985

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JC 840 133

Graduate Seminar Paper
University of California, Los Angeles
Winter 1984

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II. Course Description

A. Curricular Placement

The nursing program at the community college requires that the the student complete the entire series of sixty-four units in order to be eligible to take state boards.

This course is Units 1 through 8 and is designed to introduce the student to the fundamentals of patient care.

B. Time Assignment

Lecture - 4 hours per week for 8 weeks

Laboratory - 8 hours per week. For the first 8 weeks only laboratory time includes viewing of required filmstrips and student demonstration of motor skills.

This course is equivalent to 3 semester units.

C. Prerequisites

Anatomy, Physiology, Pharmacology, Bacteriology, Psychology, Algebra, Sociology and admission to the ADN Program.

D. This class is designed for all students who are associate degree candidates in the school of nursing. In order to be admitted to the ADN program the student must have successfully completed the above classes (see Prerequisites) with a grade of C or better.

Forty-four students are enrolled in N.S.1 with an anticipated drop-out rate of no greater than 15%. There will be approximately eleven students in each section.

It is estimated that after successfully completing the 64-unit course 90% will pass state boards and receive their R.N. Of those 90%, approximately 40% will transfer to a four-year program to complete a bachelor's in nursing.

IV. Course Contents

A. Statement of Major Course Goals

The major goal of the Nursing Department at Poinsettia Community College is to prepare career-entrance level graduates. Therefore, the goal for the student is to ultimately function as an effective and accountable nurse who will administer competent nursing care, effect productive change in the health care system, and increase the level of health care provided to the community.

Nursing Science I is the foundation for this philosophy with its focus on fundamental principles of patient care, the nursing process and the role of the health science team. Guided clinical experience in the care of hospitalized patients is planned concurrently with theory learned in prerequisite and concurrent classes. Nutrition, pharmacology, cultural and sociological implications in nursing, mental health concepts and behavioral patterns in health and illness are integrated throughout this course and the following courses in nursing science.

B. List of Unit Titles

Unit 1	Management of the Environment	1 week
Unit 2	Body Mechanics	1 week
Unit 3	Vital Signs	1 week
Unit 4	Care of the Mouth	1 week
Unit 5	Care of the Skin	1 week
Unit 6	Oral Medication	1 week
Unit 7	Parenteral Medication	1 week
Unit 8	Bowel Elimination	1 week

C. Major Course Goals

At the conclusion of this course the student will demonstrate:

1. Technical competence in safe and knowledgeable nursing skills and administration of that knowledge as it relates to the care of the adult patient.

2. Knowledge of normal changes that occur as life unfolds.

3. Increased self-knowledge through the examination of his/her own feelings and beliefs.

4. Knowledge and recognition of the mind-body relationship.

5. An appreciation and acceptance of herself/himself and others as persons with basic and unique human needs, abilities, and limitations.

6. Knowledge of the causes, symptoms, treatment, and prevention of conditions which affect physical and psychological homeostasis in the adult, proceeding from the simple to the complex, and stressing the age variable.

7. The ability to solve nursing care problems utilizing the problem-solving method.

8. The ability to implement the nursing process in providing nursing care.

9. Knowledge and recognition of the socioeconomic and cultural needs of patients as they relate to health care.

10. The ability to plan and carry out simple health teaching for extended care of the individual patient in the hospital or family setting.

11. Knowledge of community resources available to the patient in his rehabilitation, and ability to make appropriate referral.

12. Progress in use of therapeutic communication and the development of a therapeutic relationship.

13. Skill in interpersonal relations for increased effectiveness in life and nursing.

D. Long Range Course Goals

1. Of the students who successfully complete Units 1 through 8, 85% will continue in the next series of modules.

2. On being polled within the next two years of completing Module 64, 70% of the graduates will be employed in the acute care setting.

3. Of the RN's who enter the acute care setting, 83% will be given ratings by their supervisors, which will be above average as

compared to other new graduates within any given institution.

4. Of the RN's who successfully complete the course and enter the nursing profession, 55% will voluntarily enter classes and accumulate 50 continuing education credits instead of the mandatory 30.

V. Materials of Instruction

Bergerson, Pharmacology for Nurses 14th Edition, 1979

Sorenson and Luckman, Basic Nursing: A Psychophysiological Approach, 1979

Mitchell, et al, Nutrition in Health and Disease

Brunner, Emerson, Ferguson, Suddarth, Textbook of Medical-Surgical Nursing. J.B. Lippincott Co., Philadelphia, 4th Edition, 1976

Curren, Anna, Math for Meds

(All books are also available in the Learning Skills Lab.

Additional References and recommended reading are listed for each unit of study.

Audiovisual - Available in the Learning Skills Lab: Film strips.)

UNIT I. MANAGEMENT OF THE ENVIRONMENT

Hazards to Microbiological Safety
Sources of Microorganisms and Means of Transfer
Sources of Microorganisms - Body and Environment
Controlling Microorganisms - Rationale

UNIT II. BODY MECHANICS

Balance and Alignment
Balance and Alignment - Application
Assisting a Patient to Move in Bed
Assisting a Patient to and from a Stretcher
Assisting a Patient on a Bedpan
Assisting a Patient to Ambulate
Assisting a Patient to a Wheelchair
Basic Positions
Assistive Devices for Bed Positioning

UNIT III. VITAL SIGNS

Factors Influencing Body Temperature
Reading a Glass Thermometer
Using a Glass Thermometer
Taking a Body Temperature
Factors in Assessing a Radial Pulse

Factors in Assessing Respiration
Assessing Arterial Blood Pressure - Determinants
Assessing Arterial Blood Pressure - Equipment
Assessing Arterial Blood Pressure - Sounds
Assessing Arterial Blood Pressure - Process

UNIT IV. CARE OF THE MOUTH

Anatomy and Physiology
Care of Natural Teeth
Care of Dentures

UNIT V. CARE OF THE SKIN

Bed Bath - Principles
Bed Bath - Practice
Female Perineal Care
Male Perineal Care
The Effects of Pressure on Body Tissue
Purposes and Techniques of Back Massage
Back Massage

UNIT VI. ORAL MEDICATION

An Introduction to Pharmaceutical Preparation
Equipment and Supplies
Preparation and Practice
Administration

UNIT VII. PARENTERAL MEDICATION

Equipment: Syringes and Needles
Handling a Sterile Syringe and Needle
Removal of Medication from a Vial
Removal of Medication from an Ampule
Sites and Methods of Injection
Administration of a Subcutaneous Injection
Administration of an Intramuscular Injection
Prevention of Tracking (Z-track Technique for Intramuscular Injection)
Mixing Two Medications in One Syringe

UNIT VIII. BOWEL ELIMINATION

Process of Elimination
Measures to Facilitate Elimination
Enema Administration - Solutions
Enema Administration - Preparation and Use of Equipment
Enema Administration - Practice

** All filmstrips should be reviewed before coming to lecture on each unit

Unit I. Management of the Environment

Goal 1

The student will understand the rationale for the control of microorganisms.

Objectives

1. In class, without reference, the student will list 7 hazards to microbiological safety. 100%
2. In class, without reference, the student will match 12 sources of microorganisms with the means of transfer. 80%
3. Outside of class, the student will prepare a 500-word, or less, paper on the modifications that can be made to maintain a desirable therapeutic environment based on the following concepts:

    a. The patients's age, culture, religion
    b. Treatment and illness states

    90%

4. In class, without reference, the student, when given the following list of words will define them in 50 words or less. 80%

a.	antiseptic	j.	immunization
b.	antibiotics	k.	infection
c.	bacteria	l.	nosocomial
d.	bactericidal	m.	pathogens
e.	contamination	n.	sepsis
f.	disinfectant	o.	asepsis
g.	epidemiology	p.	sterile
h.	fomite	q.	virulent
i.	germicide	r.	virus

Goal 2

The student will understand that ill persons enter health care institutions for care, comfort and cure and that the environment supporting the individual should be therapeutic.

Objectives

1. In class, without reference, the student will describe 6 factors composing a desirable therapeutic environment for ill persons. 80%
2. In class, given a list of environmental factors the student will state those that can be easily controlled and those which cannot be controlled. 80%

3. Verbally in laboratory, the student will demonstrate the correct method of handwashing, giving the rationale for each step involved. 90%

Required Readings

Sorenson and Luckman, Chapter 25

Breiting, J. Are you Fudging on Handwashing Routines? RN 40:71, June 1977

Beverly, E.V. Reducing Fire and Burn Hazards Among the Elderly. Geriatrics, 31:106-110, May 1976

Kornfeld, D.S. The Hospital Environment: Its Impact on the Patient. Advances in Psychosomatic Medicine, 8:252-270, 1972

Required Audiovisuals

Hazards to Microbiological Safety
Sources of Microorganisms and Means of Transfer
Sources of Microorganisms - Body and Environment
Controlling Microorganisms - Rationale

Unit II. Body Mechanics

Goal 1

The student will understand the effect of internal and external forces on living bodies in motion and at rest.

Objectives

1. In class, without reference, the student will, in 50 words or less, give a definition for the following terms: angle of pull, biomechanics, body segment, center of gravity, component, equilibrium, force, momentum, muscle torque and rotation. 80%

Goal 2

The student will understand that deformities and complications of illness or injury often can be prevented by frequent changes of position, proper positioning in bed and exercise.

Objectives

1. In class the student (without reference) will write 4 purposes for changing the patient's position. 100%
2. Outside of class, the student will write a paper in 1,000 words, or less, listing the three principles of body alignment in body positioning. 90%

Goal 3

The student will understand that exercise involves the function of muscles, nerves, bones and joints and that the return of function is dependent upon the strength of the musculature that controls the joint.

Objectives

1. In class, verbally, the student will relate the 5 accomplishments of exercise programs. 100%
2. In class, without reference, the student will, when given a list of types of exercises (passive, active assistive, active resistive, isometric or muscle-setting), will match them with given definitions. 80%
3. In class, the student will demonstrate on a fellow classmate the proper techniques of range of motion. 90%

Required Readings

Brunner, L. et al: Textbook of Medical-Surgical Nursing, Second Ed., Philadelphia, J.B. Lippincott, 1970, pp.158-178

Coles, C.H., and Bergstrom, D: Basic Positioning Procedures, Minneapolis, Kenny Rehab. Institute, 1969

Downer, A.H: Physical Therapy Procedures, Springfield, Charles Thomas, 1970

Williard, H.S. and Spackman, C.S: Occupational Therapy, Philadelphia, J.B. Lippincott, 1971

Required Audiovisuals

Balance and Alignment

Balance and Alignment - Application

Assisting a Patient to Move in Bed

Assisting a Patient to and from a Stretcher

Assisting a Patient on a Bedpan
Assisting a Patient to Ambulate
Assisting a Patient to a Wheelchair
Basic Positions
Assistive Devices for Bed Positioning

Unit III. Vital Signs

Goal

The student will understand the importance of accurate temperature, respiration, pulse and blood pressure as health indicators.

Objectives

1. In class, without reference, the student will list the factors involved in the regulation of body temperature and the ways in which heat is produced, conserved or dissipated. 80%
2. In class, without reference, the student will convert the following temperature readings from one scale to the other: 34°C. 103°F. 110°F. 42°C. 100%
3. In class, orally, the student will demonstrate the accepted method of taking an oral and rectal temperature and state the rationale for each. 90%
4. Outside of class, the student will write a paper in 1,000 words, or less, which describes no less than ten internal and external factors that influence vital signs. 80%
5. Given a list of vital signs, the student will state whether this is a normal set of values including the normal variation with age, sex, time of day, activity. 80%
6. In class, without reference, the student will demonstrate the correct method of taking a blood pressure. 90%
7. In class, given the following list of terms, the student will define each of them in 25 words or less:

systole, diastole, stroke volume, rate, rhythm, PMI, arrhythmia, inspiration, expiration, perfusion, hypoxemia, dyspnea, stridor, vesicular, rhoncho, tachypnea, apnea, orthopnea, febrile, Fahrenheit, hyperthermia, pyrexia and vasodilation. 80%

Required Readings

Sorenson, Chapters 28 and 29

Anderson, M.J., Effect of Increased Body Temperature in the Perception of Time, Nursing Research, 23:42-49, Jan-Feb, 1974

Atkins, E, Fever, in Mac Bryde, C.M. and Blacklow, R.J. (Eds), Signs and Symptoms 5th Ed., Philadelphia, J.B. Lippincott Co., 1970

Traver, G.A., Assessment of Thorax and Lungs, American Journal of Nursing, 73:466-471, March 1973

Kory, Ross C., Routine Measurement of Respiratory Rate: An Expensive Tribute to Tradition, Journal of the American Medical Association, 165:448-450, Oct. 1957

Kirkendall, N.M., et al, Committee of the American Heart Association: Recommendations for Human Blood Pressure Determination by Sphygmomanometers, Circulation, 36:980-988, Dec. 1967

Required Audiovisuals

Factors Influencing Body Temperature

Reading a Glass Thermometer

Using a Glass Thermometer

Taking a Body Temperature

Factors in Assessing a Radial Pulse

Factors in Assessing Respiration

Assessing Arterial Blood Pressure - Determinants

Assessing Arterial Blood Pressure - Equipment

Assessing Arterial Blood Pressure - Sounds

Assessing Arterial Blood Pressure - Process

Unit IV. Care of the Mouth

Goal

The student will understand that oral health is extremely important to physical and psychologic welfare.

Objectives

1. In class, verbally, the student will list 7 out of 7 causes of oral problems in the adult. 100%
2. In class the student will demonstrate the correct method of examining the mouth. 90%
3. In class, given a list of the structures of the mouth, the student will correctly list the normal and abnormal findings of each (such as mucus membranes, gums, palates, tongue, teeth, lips, and saliva). 80%
4. In class, the student will demonstrate the correct method of cleaning the natural teeth. 100%
5. In class, the student will demonstrate the correct method of cleaning and storing dentures. 100%

Required Readings

Brunner, Chapter 33

Bates, B: A Guide to Physical Examination, Philadelphia, J.B. Lippincott Co., 1974, p.9-12

Bibby, B.G: The Cariogenicity of Snack Foods and Confections, Journal of the American Dental Association, 90:121, Jan. 1975

Block, P.L. Dental Health in Hospitalized Patients, American Journal of Nursing, 76:1162-1164, July 1976

Jabaley, M.E., et al, Recognizing Oral Lesions, American Family Physician, 13:60-64, May 1976

Required Audiovisuals

Anatomy and Physiology of the Mouth

Care of Natural Teeth

Care of Dentures

Unit V. Care of the Skin

Goal 1

The student will understand the anatomy and physiology of the skin.

Objectives

1. In class, without reference, given a diagram, the student will correctly label the anatomy of the skin. 80%
2. In class, without reference, the student will, when given a list of words, describe in 25 words or less the function of that system of the skin. 80%

Goal 2

The student will understand that the condition of the skin gives clues regarding a person's general health and need for hygiene.

Objectives

1. In class, verbally, the student will list 6 principles related to skin care. 80%
2. Outside of class the student will prepare an assessment guide for the skin, including methods to determine color, skin temperature, intactness, lesions, sensation and cleanliness. 90%

Goal 3

The student will understand that bathing serves many purposes, including the opportunity to observe and converse with the patient.

Objectives

1. In class, given a list of agents used for skin care, the student will write in 25 words or less the purpose of using that skin agent. 80%
2. Outside of class, the student will prepare a paper in 1,000 words or less listing the 7 systems that can be assessed while bathing the patient and the method of doing each. 100%
3. In class, the student will demonstrate the correct method of bathing a patient citing safety principles to be used and the rationale for each. 90%

Goal 4

The student will understand that perineal hygiene involves cleansing the external genitalia and surrounding area.

Objectives

1. In class, the student will demonstrate the correct method of cleansing the male and female genitalia giving the rationale for each. 100%
2. In class, given a diagram of male and female genitalia, the student will correctly label designated anatomy. 80%

Goal 5

The student will understand the principles and purposes of back massage.

Objectives

1. In class, without reference, when given a diagram of the back, the student will correctly label all designated muscles and anatomical landmarks. 80%
2. In class, without reference, the student will demonstrate the correct method of back massage citing the rationale and contraindications. 90%

Required Reading

Sorenson, Chapter 27, pp.575-625

Kinssies, K. et al, Comparative Study of the Traditional Bed Bath and Towel Bath, Seattle, WA, 1974, Unpublished Report

Michelsen, D., How to Give a Good Back Rub, American Journal of Nursing, American Journal of Nursing, 78:1197-1199, July 1978

Sister Kenny Institute, Nursing Care of the Skin, Rehab. Publication, Number 711, Revised Edition, 1975

Required Filmstrips

Bed Bath - Principles

Bed Bath - Practice

Female Perineal Care

Male Perineal Care

The Effects of Pressure on Body Tissue

Purposes and Techniques of Back Massage

Back Massage

Unit VI. Oral Medication

Goal

The student will understand the theories, purposes and techniques of administration of oral medication.

Objectives

1. Outside of class, the student will prepare medication cards on 20 designated drugs including actions and uses, dosage, range, toxic effect and side effects.
2. Outside of class, the student will prepare a paper of 1,000 words or less in which the following questions are addressed:
   A. In what way can the nurse verify that the medications ordered for her patients are both therapeutic and safe?
   B. What are the legal limitations the nurse must consider when administering medications?
   C. What are some of the safeguards that the nurse can utilize when preparing and dispensing medications, and recording their administration?

   100%
3. In class, without reference, the student will demonstrate the correct method for giving oral medication including the five rights and seven methods of safeguarding the patient. 100%
4. In class, without reference, the student will identify the meaning of the following terms: 80%

a.	formulary	h.	tablet
b.	prn	i.	enteric-coated
c.	stat	j.	effervescence
d.	topical	k.	lozenge
e.	therapeutic effect	l.	analgesic
f.	toxic effect	m.	hydroalcoholic
g.	synergistic effect	n.	meniscus

5. In class, without reference, the student will state the equivalents of the following: grain, gram, ounce, minims, quart, kilo, miligram. 80%

Required Reading

Bergensen, S: Pharmacology in Nursing, 13th Ed. St. Louis, C.V.Mosley Co., 1976, Chapters 1-3

Carr, J.J. et: How to Solve Dosage Problems in One Easy Lesson, American Journal of Nursing, 76, 1934, Dec, 1976

Creighton, H: Legal Concerns of Nursing Research, Nursing Research, Sept. through Oct., 1977

Required Audiovisuals

An Introduction to Pharmaceutical Preparation

Equipment and Supplies

Preparation and Practice

Administration

Unit VII. Parentaral Medication

Goal 1

The student will understand the principles and practices needed for the correct administration of injectable medications.

Objective

1. In laboratory, without reference, the student will select appropriate needle gauge and length to use in parenteral therapy, based on medication viscosity and route ordered. 90%

Goal 2

Objectives

1. In class, without reference, when given a chart, the student will label the major anatomical sites used for injections. 90%
2. In class, without reference, the student will verbally identify 5 factors to be considered in choosing a site for injection of medication. 90%
3. In class, when given a list of injection sites, the student will write in 50 words or less techniques that will ensure a comfortable injection. 90%
4. Outside of class, the student will prepare a paper of 2,000 words or less. The following principles must be addressed:
   a. Aseptic principles
   b. Hazards of I.M. injections (nerve and tissue damage, etc.)

Goal 3

The student will be able to give a safe and efficient injection.

Objectives

1. In laboratory, without reference, the student will demonstrate the correct method of giving the following injections:

   a. Subcutaneous
   b. Intramuscular
   c. Z-track technique for intramuscular injection
   d. Mixing two medications in one syringe 100%

2. In class, in 50 words or less, the student will identify the meaning of the following terms. 80%

a.	abscess	g.	antecubital space	m.	gluteus minimus
b.	adipose	h.	antigen	n.	hypodermic
c.	allergen	i.	bolus	o.	indurated
d.	ampule	j.	deltoid	p.	infiltration
e.	anaphylactic	k.	dermis	q.	intramuscular
f.	antibody	l.	edema	r.	phlebitis

Required Readings

Sorenson, Chapter 38

Bahruh, A: Keeping Track of Injection Sites, Nursing 73, 3:51, June 1973

Brown, B.A: Sciatic Injection Neuropathy, California Medicine, 116:13-15, May 1972

Butters, A.G: Intramuscular Injections, British Medical Journal, 1i: 362, Nov. 1971

Pitel, M: The Subcutaneous Injection, The Canadian Nurse, 67:54-57, May 1971

Required Audiovisuals

Equipment: Syringes and Needles
Handling a Sterile Syringe and Needle
Removal of Medication from a Vial
Removal of Medication from an Ampule
Sites and Methods of Injection
Administration of Subcutaneous Injection
Administration of an Intramuscular Injection
Prevention of Tracking (Z-track technique)
Mixing Two Medications in One Syringe

Unit VIII. Bowel Elimination

Goal 1

The student will understand the basic physiologic need of the body to rid itself of wastes.

Objective

1. In class, without reference, the student will match the following terms with their correct definition. 90%

a.	constipation	h.	guaiac
b.	defecation	i.	hemorrhoid
c.	diarrhea	j.	melena
d.	fecal impaction	k.	occutt blood
e.	feces	l.	peristalsis
f.	flatulence	m.	stool
g.	flatus	n.	suppository

Goal 2

The student will understand the normal anatomy and physiology of the lower gastrointestinal tract.

Objectives

1. In class, without reference, the student will label a diagram of the gastrointestinal tract and explain in 50 words or less the function of each. 90%
2. In laboratory, without reference, the student will describe in detail the act of defecation and factors that influence it. 90%

Goal 3

The student will understand the importance of making a complete assessment of a person's bowel status.

Objective

1. Outside of class, the student will prepare a paper of 300 words or less outlining the steps and data needed to make a complete assessment of a patient's bowel status. 90%

Goal 4

The student will know independent nursing measures to aid patients in maintaining normal bowel elimination.

Objective

1. In class, without reference, the student will list 8 nursing measures (50 words or less for each) that assist the patient in maintaining normal bowel elimination.

Goal 5

The student will be able to perform an enema in the correctly designated way.

Objective

1. In laboratory, the student will demonstrate the correct procedure for giving an enema. 100%

Required Reading

Brunner, Chapter 30

Bass, L: More Fiber - Less Constipation, American Journal of Nursing, 77:254, Feb 1977

Brown, M: Over-Counter Gastro-Intestinal Drugs: Antidiarrheal Drugs, Nurse Practitioner, 2:23, Sep-Oct 1976

Burnum, J: Adverse Reactions to Enemas, Journal of the American Medical Association, 235:476, Feb. 1976

Required Audiovisuals

Process of Elimination
Measures to Facilitate Elimination
Enema Administration - Solutions
Enema Administration - Preparation and Use of Equipment
Enema Administration - Practice

VII. Evaluation

A. Grading Scheme

1. Mastery of content at 80% is required. There are some content areas which may require higher mastery, e.g., drug calculation. Below 80% will require remediation.

Letter grades: A = 90-100 B = 80-89

2. Students who do not achieve mastery of 80% do not pass the course.

3. Students will be graded on a pass/fail basis in actual clinical performance. A failing grade in clinical performance indicates failure in the course regardless of the theory grade.

4. There will be a final comprehensive written review over all the units at the end of the 8th unit. Attendance for the exam and subsequent discussion is mandatory.

Units 1-8	10% each for mastery
Final Exam	20%
	100% possible

Remediation

1. Remediation is necessary before the student can retest after non-mastery at 80%.

2. Remediation guide

This guide offers resources to the student for avenues of remediation.

a. Objective Reference Sheet: An objective reference sheet may be available to each student on completion of each exam. This reference sheet will direct the student to remediate in specific ways should she/he not complete a certain question accurately on the exam. The reference sheet may direct

the student to remediate by reading a specific textbook (pages included), may refer the student to a specific audio-visual aid, or may ask the student to utilize some additional learning material; or, the reference sheet may refer the student back to a specific objective in which remediation directions are included.

Examples

(1) Exam Question - Remediation Prescription

1. Brunner and Suddarth, p.562
2. See film, "Insulin" (skills lab)
3. Bergerson, p.211

(2) Exam Question - Objective Reference

1. Objective 3
2. Objective 2
3. Objective 5

B. Procedures for Revising Course

Course revision will be based on the following information:

1. The number of students meeting passing percentages of stated criteria. If too few meet the 80% or above criterion, the objectives will be revised and reviewed with reevaluation of teaching methods and clarity of theory content.

2. Student evaluation of the course and the instructor at four and eight weeks to determine if the students are meeting their goals of learning and/or being challenged by the objectives.

3. Since Units 1-8 are a building block for future courses, feedback from instructors in Units 8-16 will also be highly valued.

C. Estimated Number of Students to Achieve Objections

It is estimated that a minimum of 80% of the students will meet the stated level of criteria in no less than 90% of the objectives. Students who fail to meet the level required for passing at 80% can

remediate before passing on to the next unit. If the student does not meet the objectives the second time he/she can utilize a member of the faculty in the skills lab and receive 1:1 or group study in theoretical or clinical area. The faculty member and/or student identifying the need will specify the material to be covered, the number of hours to be devoted to the task and the person with whom the student will work. This type of instruction is given concurrently until the mutually-determined goals have been reached. If the student performance is still unsatisfactory the instructor and the student will meet with the director of the department to determine the next course of action.

VII. Evaluation

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Letter grades: A = 90-100 B = 80-89

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	100% possible

Remediation

1. Remediation is necessary before the student can retest after non-mastery at 80%.

2. Remediation guide

This guide offers resources to the student for avenues of remediation.

a. Objective Reference Sheet: An objective reference sheet may be available to each student on completion of each exam. This reference sheet will direct the student to remediate in specific ways should she/he not complete a certain question accurately on the exam. The reference sheet may direct

the student to remediate by reading a specific textbook (pages included), may refer the student to a specific audio-visual aid, or may ask the student to utilize some additional learning material; or, the reference sheet may refer the student back to a specific objective in which remediation directions are included.

Examples

(1) Exam Question - Remediation Prescription

1. Brunner and Suddarth, p.562
2. See film, "Insulin" (skills lab)
3. Bergerson, p.211

(2) Exam Question - Objective Reference

1. Objective 3
2. Objective 2
3. Objective 5

B. Procedures for Revising Course

Course revision will be based on the following information:

1. The number of students meeting passing percentages of stated criteria. If too few meet the 80% or above criterion, the objectives will be revised and reviewed with reevaluation of teaching methods and clarity of theory content.

2. Student evaluation of the course and the instructor at four and eight weeks to determine if the students are meeting their goals of learning and/or being challenged by the objectives.

3. Since Units 1-8 are a building block for future courses, feedback from instructors in Units 8-16 will also be highly valued.

C. Estimated Number of Students to Achieve Objections

It is estimated that a minimum of 80% of the students will meet the stated level of criteria in no less than 90% of the objectives. Students who fail to meet the level required for passing at 80% can

remediate before passing on to the next unit. If the student does not meet the objectives the second time he/she can utilize a member of the faculty in the skills lab and receive 1:1 or group study in theoretical or clinical area. The faculty member and/or student identifying the need will specify the material to be covered, the number of hours to be devoted to the task and the person with whom the student will work. This type of instruction is given concurrently until the mutually-determined goals have been reached. If the student performance is still unsatisfactory the instructor and the student will meet with the director of the department to determine the next course of action.

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